**Lesson Experience Plan 3 – Lesson 6**

**Linking needs with life stages – Investigating how life stages affect needs**

Students will understand that the needs of living things can change throughout their life stages.

**The Hook –** Engage and review prior knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Students get opportunity to observe their animal and plant for changes and growth. They take photographs and record their observation in science journals. * Explain to students that observing life stages can help people understand the needs of, and how to care for, the living things. * Ask students what the basic needs of living things are for their survival. * Play the videos [*Animals that grow up in families*](http://searchfiletype.com/Animals-that-grow-up-in-families-fs218808.html)and [*The needs of animals*](http://www.youtube.com/watch?v=j2fRMhYP5n8)*.* | Take photos of their animal and plant and write down their observations - individual | Cameras  Mobile phone with voice recorder function  Videos [*Animals that grow up in families*](http://searchfiletype.com/Animals-that-grow-up-in-families-fs218808.html)and [*The needs of animals*](http://www.youtube.com/watch?v=j2fRMhYP5n8) | Students’ participation in task – taking photos and observing and recording  Students responses to discussions and questions |

**The Body –** Develop skills and knowledge

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Display the PowerPoint *Life stages affecting needs* and explain to students that when animals grow up in families, the adults teach the young to care for themselves, while animals that grow up alone use instincts to be independent. * Ask students about their pets and how they care for them. Also ask students how the needs of plants are met in their environment and how this compare to animals. Students write or type their ideas on the interactive whiteboard. * Students research the provided websites for the life cycle of a plant or animals and describe and record the needs at each life stage and how these needs are met, with support of teacher and teacher aide. They make their entries on the class blog. | Research websites and get information about needs of life stages or a plant or animal. | Computers  Website [Life cycle of butterflies and moths](http://www.kidsbutterfly.org/life-cycle)  Website [All about frogs](http://allaboutfrogs.org/weird/general/cycle.html)  Website [Plant growth](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks2/science/plants_pt2/growth.htm)  Website [Plant life cycle](http://www.ask.com/explore/plant-life-cycle-kids)  Website [Plant life cycle 2](http://www.jasons-indoor-guide-to-organic-and-hydroponics-gardening.com/plant-life-cycle.html) | Students’ participation during discussions  Students’ ability to use computer to search for information online. |

**Conclusion, draw together, review & summarise key learnings, checks for learning, consolidation, homework/review tasks**

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| **Learning procedures** | **What will learners do** | **Resources** | **Assessment and checks for learning** |
| * Students share their information with the rest of the class displaying their entries from the blog on the interactive whiteboard. . | Share researched information | Interactive whiteboard. | Students’ posts and responses on class blog. |